

DIAGNOSTIC REVIEW REPORT

FOR

EAST CARTER HIGH SCHOOL

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41143

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2.33

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Review of documentation and artifacts including website • School council policies and minutes • Stakeholder interviews • Self-Assessment • Executive Summary • Principal’s interview and presentation • Stakeholder survey data 	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • Self-Assessment and other diagnostics • Principal's presentation • CSIP/30/60/90 • Student performance data • Executive Summary • Stakeholder Interviews • Classroom and school observations • Stakeholder survey data 	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Self-Assessment • Principal's presentation and interview • CSIP, 30/60/90 plans • Student Assessment data • Executive Summary • Stakeholder Interviews • School Website • Classroom and school observations • Stakeholder survey data • Documentation and artifacts 	3

Opportunities for Improvement

Indicator	Statement	Rationale
1.1	Ensure that a systematic process for review, revision and communication of the school's formal statement of purpose and direction is documented in council policy and school practices.	Stakeholder interviews and documentation consistently reveal that the school has recently engaged in a collaborative process, involving primarily the School Leadership Team, to review and revise the formal statements of purpose and direction as well as shared values and beliefs. Moreover, documentation consistently reveals that the purpose and direction have been communicated to stakeholders through a variety of strategies. However, documentation, (e.g., school council policy or administrative policies/practices), and interviews do not indicate that the review and revision process has been formalized in policy or practice to ensure it is systematically implemented on a regular schedule.

Indicator	Statement	Rationale
1.2	<p>Examine the effectiveness of strategies employed to build understanding, support and commitment to the school's shared values and beliefs about teaching and learning as well as the formal statement of vision and mission. Use the results of this examination to design and implement strategies that will further shape a school culture which supports challenging, equitable educational programs and learning experiences for all students resulting in achievement of learning, thinking and life skills.</p>	<p>Interviews with all stakeholders consistently indicate that administrators and staff care deeply about their students and are highly motivated to improve performance and effectiveness. However, the degree to which the school is consistently providing challenging educational programs and equitable learning experiences that ensure all students achieve learning, thinking and life skills necessary for success is not always apparent. The school's statement of vision and mission as well as shared values and beliefs express high expectations for students, staff and school. Classroom observations, however, reveal that not all teachers are committed to these values and beliefs and, in particular, the statements regarding "academic rigor" and "diverse experiences." In classroom observations, the rating for differentiated learning opportunities, (A.1), was rated at 1.7 out of 4 suggesting that students have limited access to differentiated learning opportunities and activities to meet their learning needs. In general, classroom and school observations revealed a heavy reliance on whole group, teacher-centered instruction, or lecture, supported with printed materials. The High Expectations Learning Environment received composite rating of 2.1 on a 4 point scale with rigorous coursework, discussions and/or tasks, (B.4), receiving a rating of 2.1 and higher order thinking, (B.5), receiving a rating of 1.9. The degree to which students are provided exemplars of high quality work, (B.3), received a rating of 1.6 suggesting that teachers seldom convey high expectations for performance through the use of exemplars or models of excellent student work. In surveys, 68% of students responded that they agree/strongly agree with the statement, "In my school, the principal and teachers have high expectations for me," suggesting that nearly one third of the students in the school disagree or are ambivalent about the existence of high expectations. In addition, 62% of students responded that they agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences," suggesting that a significant percentage of students are ambivalent about or do not perceive the school provides challenging educational programs.</p>

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.33

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none">• Board of Education policies• Self-Assessment• Principal's presentation and interview• Leadership presentation and interview• 30/60/90 day plan, CSIP• Council agenda and minutes• Leadership team agenda and minutes• Executive Summary• Stakeholder interviews including teachers, students, parents and Educational Recovery Leader and Staff• Classroom and school observations• Stakeholder survey data• Student handbook	2

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none">• Self-Assessment• Principal's presentation and interview• Leadership presentation and interview• 30/60/90 day plan, CSIP• Council agenda and minutes• Executive Summary• Stakeholder interviews including teachers, students, parents and Educational Recovery Leader and Staff• Classroom and school observations• Stakeholder survey data	3

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none">• Board of Education policies• Self-Assessment• Principal's presentation and interview• Leadership presentation and interview• 30/60/90 day plan, CSIP• Council agenda and minutes• Leadership team agenda and minutes• Executive Summary• Stakeholder interviews including teachers, students, parents and Educational Recovery Leader and Staff• Classroom and school observations• Stakeholder survey data• Student handbook	3

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none">• Self-Assessment• Principal's presentation and interview• Leadership presentation and interview• 30/60/90 day plan, CSIP• Council agenda and minutes• Leadership team agenda and minutes• Executive Summary• Stakeholder Interviews• Classroom and school observations• Performance data• Stakeholder survey data• Student handbook	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none">• Self-Assessment• Principal's presentation and interview• Leadership presentation and interview• 30/60/90 day plan, CSIP• Council agenda and minutes• Leadership team agenda and minutes• Executive Summary• Stakeholder interviews including teachers, students, parents and Educational Recovery Leader and Staff• Classroom and school observations• Stakeholder survey data• Student handbook	2

Indicator	Source of Evidence	Performance Level
<p>2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.</p>	<ul style="list-style-type: none"> • Self-Assessment • Principal's presentation and interview • Leadership presentation and interview • Stakeholder interviews including teachers, students, parents and Educational Recovery Leader and Staff • 30/60/90 day plan, CSIP • Council agenda and minutes • Leadership team agenda and minutes • Executive Summary • Stakeholder interviews including teachers, students, parents and Educational Recovery Leader and Staff • Classroom and school observations • Stakeholder survey data • Student handbook 	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	Further develop SBDM Advisory Council policies to ensure they fully support the purpose and direction of the school including mechanisms for monitoring effective instruction and assessment that will produce equitable and challenging learning experiences for all students.	Documentation and interviews consistently indicate that the Principal, school leadership and Superintendent are fully engaged with the School Advisory Council and other stakeholder groups, especially the school Leadership Team, in ongoing conversations about school effectiveness, student performance and school policy development focused on improvement of performance and the conditions that support learning. The school's formal statements of purpose and direction as well as shared values and beliefs about teaching and learning are manifested in some policies and procedures such as the "Instructional Practices" policy which defines expectations for quality instruction that are to occur "on a regular basis" including (1) student-centered instruction, (2) higher order thinking and problem solving, (3) assignment of tasks similar to those used for state assessments, (4) use of differentiated instruction and others. While the team observed these practices in a few classrooms, consistent application was not observed across the school. Classroom observations, student survey data, as well as performance data does not suggest that these effective practices are being systematically implemented across the school.

Indicator	Statement	Rationale
2.4	<p>Examine existing policies, practices and culture to determine their effectiveness in (1) encouraging, supporting and expecting all students to be held to high standards in all courses of study, and (2) holding all stakeholders accountable for student learning. Use the results of this examination to review and revise school policies, practices, procedures and culture to more closely align with the school's purpose and direction for improvement of student performance and organizational effectiveness.</p>	<p>94% of staff agree/strongly agrees with the statement "Our school leaders expect staff members to hold all students to high academic standards." The staff also indicated in surveys that they agree that they and school leaders are accountable for student learning. However, classroom observation data indicated the High Expectations Learning Environment composite was rated at 2.1 on a 4.0 scale. The rating for engagement in rigorous coursework and discussions, (B4), also received a rating of 2.1. The rating for higher order thinking, (B5), received a rating of 1.9 suggesting that students are seldom exposed to teacher questioning that requires application, evaluation, synthesis, etc. Classroom observations as well as some staff survey data and, in particular, student survey data would suggest that students are not routinely provided varied instructional strategies to address learning needs. 54% of students agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed." In addition, 36% indicated that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs." Review of the school walkthrough instrument revealed that while monitoring of academic "rigor" is addressed, how "rigor" is defined or measured is not apparent. Moreover, specific feedback regarding academic rigor in individual classrooms is seldom provided based on an examination of the walkthrough documentation. Observations, performance and survey data and documentation indicate that the extent to which students are held to high expectations in all courses of study is limited.</p>

Indicator	Statement	Rationale
2.5	Create opportunities for improving stakeholder, (parent, student, teacher, community member), communications and engagement. Examine ways to include and involve stakeholders in shaping decisions, providing feedback, working collaboratively on improvement efforts, and by serving in meaningful leadership roles.	Documentation and interviews revealed that school leadership uses several means of communicating with stakeholders including both print and electronic media. Without question, school leadership recognizes the importance of building supportive relationships and the extent to which broad commitment to achievement of school goals depends upon effective communications and engagement. Documentation and survey data suggests that significant improvement opportunities exist for school leadership to build commitment as well as a greater sense of ownership and responsibility in the success of the school through broader engagement and more effective communications. 65% of parents indicated in surveys that they agree/strongly agree with the statement, "Our school provides for stakeholder to be involved in the school." 46% of parents indicated that they agree/strongly agree with the statement, "My child has administrators and teachers that monitor and inform me of his/her learning progress." 38% of students indicated in surveys that they agree/strongly agree with the statement, "My school considers students' opinions when planning ways to improve the school."
2.6	Further refine supervision and evaluation processes to ensure they result in improved professional practice of all teachers as well as improvement in student performance and success.	Documentation and interviews revealed that school leadership is engaged in supervision, monitoring and evaluation activities. This includes implementation of the district's formal evaluation system, collection of walkthrough data, as well as review and analysis of interim and summative assessment data. The extent to which the monitoring and evaluation is systemically aligned to the school's purpose and direction, (or mission and vision), shared values and beliefs about teaching and learning, professional development program, etc., is not always apparent. Survey and performance data as well as observations revealed that some classrooms are effective in providing engaging and rigorous instruction, differentiated instruction based on student needs, integration of technology, etc., but many are not. With some notable exceptions, most teachers rely heavily upon whole group instruction supported by print materials.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	1.91

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Aligned Curriculum Maps and Pacing Guides • Assessment Data • Walkthrough Data • Lesson Plans • Tutoring Rosters • Self-Assessment and Executive Summary • PLC's agendas and minutes • School and classroom observations • Stakeholder survey data • Principal interview and presentation 	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Common assessment data analysis • Lesson plans aligned to standards • Student data notebooks • Data walls • PLAN data/item analysis • Principal interview and presentation • PLC's agendas and minutes • Self-Assessment and Executive Summary 	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Content focused PD • ALEKS online program • Data walls • Lesson plans • Student performance data • Self-Assessment • Executive Summary • Classroom observations • Stakeholder survey data 	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • School and classroom observations • Walkthrough data • Professional Growth Plans • Review of lesson plan analysis • PLC's agendas and minutes • Principal interview and presentation • Self-Assessment • Executive Summary 	2
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • PLC agendas and minutes • Self-Assessment • Executive summary • Stakeholder Surveys • School and Classroom Observations 	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Classroom Observations • Self-Assessment • Executive Summary • Stakeholder survey data • Staff Interviews • Rubrics for assignments • Student Data Notebooks • Walkthrough Data 	2
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Teacher Interviews • Artifact Review • Walkthrough Data • Classroom Observations • Survey data • Principal Interview and Presentation • Self-Assessment • Executive Summary 	1
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Stakeholder survey data • Parent Interviews • Classroom and School Observations • Documentation of Parent Involvement Programs • Principal Interview • Self-Assessment • Executive Summary 	2

Indicator		Source of Evidence	Performance Level
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • Observations of classroom and school • Stakeholder interviews • Principal Presentation • Self-Assessment and other diagnostics • Executive Summary • Stakeholder survey data • Master Schedule • Advisory/Advisee documentation 	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Observations of classroom and school • Stakeholder interviews • Principal Presentation • Self-Assessment and other diagnostics • Executive Summary • Stakeholder survey data • Examples of report cards • PLC documents, observations 	2

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Observations of classroom and school • Stakeholder interviews • Principal Presentation • Self-Assessment and other diagnostics • Executive Summary • Stakeholder survey data • PLC documents, observations • Walkthrough documents • Professional Growth Plans • Professional Development documentation 	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Observations of classroom and school • Stakeholder interviews • Principal Presentation • Self-Assessment and other diagnostics • Executive Summary • Stakeholder survey data • Master Schedule • Home Visit documentation 	2

Opportunities for Improvement

Indicator	Statement	Rationale
3.2	Further refine processes for vertical and horizontal alignment of curriculum to ensure that curriculum, instruction and assessment are effectively monitored and adjusted systematically in response to data from multiple assessments.	Review of documents, artifacts, and interviews reveal PLC's have established vertical and horizontal curriculum teams to engage in ongoing alignment of curriculum focused on improved student performance. School council policy 9.00 states the following for PLCs: "Teachers will meet weekly in PLCs to horizontally and vertically address the following: 1. Review instructional activities that have been implemented in the classroom; 2. Discuss successes and challenges and identify possible solutions to challenges; 3. Identify areas that need further attention and support and 4. Address instructional pacing and common assessments." Classroom observations and student survey responses reveal that processes for adjusting instruction, assessment and curriculum are being effectively implemented only to a limited extent. 32.59% of students agree or strongly agree with the statement "All of my teachers change their teaching to meet my learning needs," suggesting that a significant portion of the student population do not agree or are ambivalent about the degree to which teachers adjust and adapt instruction to meet their needs.

Indicator	Statement	Rationale
3.3	Enhance professional learning opportunities to ensure that teachers consistently use instructional strategies that will ensure achievement including opportunities for student collaboration, self-reflection, and the development of critical thinking skills and the use of technology as an instructional resource and learning tool.	Review of artifacts and classroom observations reveal little evidence that varied learning opportunities exist for all students or that teachers consistently use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. While the Executive Summary expresses the expectation that teachers provide activities that require collaboration and develop critical thinking skills, observation data and surveys indicate that teachers are not consistently addressing individual learning needs through content integration, use of technology, differentiations, etc. Classroom observation data reveal that use of technology to gather, evaluate, and/or use information for learning (G1) was rated 1.7 on a 4 point scale. Additionally, the rating for differentiated learning opportunities and activities to meet their learning needs (A1) was rated 1.7 on a 4 point scale. In addition, a summary of school walkthrough data (3/18/13 with 225 entries) indicate that only 5.38% of students were using technology and 22 % of the classrooms had no technology usage.

Indicator	Statement	Rationale
3.8	<p>Expand opportunities to meaningfully engage families in their children's educational and learning experiences. Ensure the families have multiple ways of staying informed of their children's learning progress.</p> <p>.</p>	<p>Review of parental involvement materials, (daily e-mail, Blitz night, Open House, Infinite Campus portal, PTO info), reveal that efforts are being made by the school to communicate and engage parents; however, actual parent engagement in meaningful ways, (e.g., providing feedback, serving in leadership roles, working collaboratively on school improvement initiatives, etc.), is limited.</p> <p>Review of artifacts and interviews indicate that the school is attempting to draw more parents into the school to build understanding and support for the school programs. The success of the Open House events and Blitz nights held this school year show that parents are making efforts to attend events held at the school. In a review of parent surveys, 37.81% of parents agree/strongly agree to this statement, "All of my child's teachers help me to understand my child's progress." Student surveys indicate that 36% of the students agree/ strongly agree to the statement, "All of my child's teachers keep my family informed of my academic progress," suggesting that the need for continuing efforts to ensure families have multiple ways of staying informed about their children's learning progress. The Missing Piece Diagnostic, which was completed by the school, suggests many opportunities exist for improvement in the areas of "Relationship Building," "Communications," "Decision-Making," "Advocacy," "Learning Opportunities," and "Community Partnerships."</p>

Indicator	Statement	Rationale
3.10	<p>Ensure that current standards-based grading policies and practices are consistently implemented across all grade levels and courses. Develop strategies to monitor implementation and communicate grading practices to all stakeholders.</p>	<p>It is highly commendable that the school has implemented a standards-based grading system based on “15 Fixes for Broken Grades” concepts. During the 2012-13 school year, the school identified 9 of the 15 “fixes” for immediate implementation, with the remaining 6 “fixes” scheduled for implementation during the 2013-14 school year. The extent to which school leadership is committed to implementation of a grading system based on student achievement of content knowledge and skills is also highly commendable. Professional development training was provided for all teachers during the current school year. Interviews and documentation indicate that while a policy exists on uniform student grading and assessment, it is not consistently implemented across all areas of the school. In surveys, 57.22% of students agree/strongly agree with the statement “All of my teachers provide me with information about my learning and grades,” suggesting that a significant portion of students, roughly 40%, disagree or are ambivalent about the degree to which teachers effectively communicate with students about learning and grades.</p>
3.12	<p>Engage in an examination of the effectiveness of learning support services provided or coordinated by the school to meet the unique learning needs of students.</p>	<p>Evidence from interviews, observations and a review of artifacts revealed that school personnel identify some groups of students with unique learning needs based on data from sources such as EPAS benchmarks. School personnel are also providing learning support opportunities through the “RED” period. However, survey results indicate that only 32.59% of students agree/strongly agree with the statement “All my teachers change their teaching to meet my learning needs.” Additionally, survey results indicate that only 50.77% of parents agree/strongly agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities,” suggesting that a significant portion of parents, nearly half, disagree or are ambivalent about the degree to which teachers vary instructional approach. Evidence of professional development opportunities focused on addressing the unique learning of students is limited.</p>

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.14

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> Stakeholder survey data Stakeholder interviews District policy and procedures review School budget review Master schedule review Staff roster and role assignments Principal’s presentation 	2

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none">• Stakeholder survey data• Stakeholder interviews• District policy and procedures review• Budget review• Principal's presentation• School observation	2
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none">• Stakeholder survey data• Stakeholder interviews• Principal's presentation• School observations• Self-Assessment• Maintenance records• Emergency Management Team meeting minutes, and agenda review	2

Indicator		Source of Evidence	Performance Level
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Stakeholder survey data • Stakeholder interviews • Classroom observations • School observations • Walk-through observation data analyses • Self-Assessment • Executive Summary • Budget review • School Technology Plan review • School's website • Professional growth plans • Agendas from professional learning sessions 	2
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Stakeholder survey data • Stakeholder interviews • School Technology Plan review • Agendas from professional development sessions • School's website • Professional growth plans • Classroom observations • School observations • Walk-through observation data analyses 	3

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none">• Stakeholder survey data• Stakeholder interviews• Self-Assessment• District and school policies and procedures• Documentation of agreements with community agencies• Missing Piece	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none">• Stakeholder survey data• Stakeholder interviews• Sign-in sheets from parent meetings• District and school policies and procedures• Referral process documentation• Self-Assessment	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.1 & 4.2	Develop a process to effectively assess staffing needs in order to ensure there are qualified personnel to meet the emotional, psychological and social needs of all students.	The school is allocated additional staff positions that work primarily to improve the academic progress of students that score below the proficiency level on state assessments. The student demographical (percentage of low socio-economic students), discipline, truancy, and survey data indicate a need to fund and hire additional certified staff members that are trained to meet the unique emotional, psychological and social needs of students who live in poverty. Additional evidence from the parent survey data indicate that less than 60% agree/strongly agree that the school “provides qualified staff members to support student learning.” Stakeholder interviews also reveal that a significant number of students need assistance in dealing with emotional, social, and psychological issues that are beyond the school’s current capacity to effectively address.
4.3	Develop and implement clear expectations that will consistently provide a clean, safe and healthy environment for all staff and students. Monitor the implementation of the expectations.	The administration recently hired new custodial staff in an effort to improve the cleanliness of the school facility. There is noted improvement in this area; however, there is insufficient evidence that the administrative team has communicated clear expectations for clean, and indirectly, safe and healthy classrooms. There is strong evidence that the students do not have a positive perception of the school environment as indicated from the student survey results: 34.5% of the students agree/strongly agree that the school facility is safe, clean, and a healthy place to learn. In surveys, 67% of parents agree/strongly agree with the statement, “Our school provides a safe learning environment,” suggesting that 32%, or nearly one-third, disagree or are ambivalent about the safety of the learning environment.

Indicator	Statement	Rationale
4.4	Monitor the progress of the school technology plan, (planned start date July, 2012), to ensure the goals, activities, and timelines are fully implemented. Establish expectations that staff and students will use technology to improve student learning and the acquisition of 21st century skills.	The school has placed an emphasis on the use of and access to a variety of technology for students and staff. Documentation and interviews reveals that a school technology plan has been developed and that funds from the School Improvement Grant are used to purchase a variety of technology resources and provide professional development on the integration and use of technology. As a result of this funding and other school and district initiatives, each classroom in the school is well-equipped with digital resources for student and staff usage. However, there is minimal evidence from the review of school walk-through data and classroom observation data that students and staff consistently and effectively use technology for teaching and learning. School walkthrough data suggest minimal use of technology to support teaching and learning. The student survey results indicate less than 51% agree/strongly agree with the statement, "computers are up to date and used by teachers to help me learn." Classroom observations reveal that the Digital Learning Environment was rated at a 1.7 composite score out of a possible 4.0 which was among the lowest overall ratings.
4.6 & 4.7	Develop a process to evaluate the effectiveness of all existing programs, activities, and services created to support the physical, social, and emotional needs of all students.	The school provides support to students and their families in the areas of counseling, mentoring, assessment, referral, educational and career planning, primarily through guidance counselors and the Youth Service Center as well as some partner or contracted services with outside organizations. Policies and procedures are in place to guide teachers through the process to refer students to programs for special services. Documentation and interviews indicate that the extent to which these programs are systematically evaluated for their effectiveness in actually meeting the needs of students and their families are minimal.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	2.20

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none">• Self-Assessment• 30/60/90 Plans• CSIP• Executive Summary• Leadership Team Interviews• Principal Presentation• PLC artifacts• Data Notebooks• School/Classroom Observations• On-Line/Classroom Data Walls• Continuous Improvement Protocols and Documents• Stakeholder survey data	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none">• Self-Assessment• 30/60/90 Plans• Quarterly Report• Executive Summary• Leadership Team Interviews• Principal's Presentation• PLC/Data Notebooks• Classroom Observations• On-Line /Classroom Data Walls• Continuous Improvement Protocols and Documents• PLC minutes/agendas /observation• Stakeholder survey data	2

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">• Self-Assessment• 30/60/90 Plans• Executive Summary• Leadership Team Interviews• Principal's Presentation• PLC/Data Notebooks• Professional Development Documents• On-Line Data Walls• Continuous Improvement Protocols and Documents• PLC observation• Stakeholder survey data	3

Indicator		Source of Evidence	Performance Level
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90 Plans • Quarterly Report • Executive Summary • Leadership Team Interviews • Principal Presentation • PLC Observation • Data Notebooks • Classroom Observations • On-Line/Class Data Walls • School Report Card • Continuous Improvement Protocols and Documents • Stakeholder Interviews 	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90 Plans • Executive Summary • Stakeholder Interviews • Teacher Data Notebooks • PLC Meetings • Stakeholder Communications • Stakeholder survey data • On-line Data wall • Classroom Data walls 	2

Opportunities for Improvement

Indicator	Statement	Rationale
5.1 & 5.2	<p>Ensure that the school's assessment system is consistently utilized across all grade levels and courses to monitor, adjust and support rigorous and effective classroom teaching.</p>	<p>The review of assessment, school improvement artifacts and interviews revealed that there is a school-wide assessment system in place that includes state accountability assessment data, Think Link interim assessments data, non-cognitive data as well as some locally generated common assessments. Documentation and interviews indicate that the assessment system is being used by school leaders to drive decision making and improvement planning. The results from cognitive assessment data (e.g., EPAS, PAS, common assessments) are used to monitor growth in student learning and provide targeted interventions. While non-cognitive data as well as College and Career Readiness data shows very significant gains, (27% CCR ready in 2010-11 to 66% CCR ready in 2011-12), K-Prep/End of Course and ThinkLink indicate somewhat mixed results. 2012 PLAN data reflects improvement, (16.4 school composite for 2011-12 as compared to a 17.4 composite for 2012-13), in the core academic program. Data, interviews and classroom observations, however, do not indicate that the assessment system is being utilized by teachers across all areas of the school to drive improvement, adjust and modify instructional practice, etc., to ensure student success. In surveys, 62% of staff agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice," suggesting that a significant percentage of the faculty do not agree or are ambivalent about how data drives change and improvement in classroom instruction. Interviews, classroom observations, and documentation indicate that the extent to which common assessments are developed and systematically implemented across grade levels and courses is limited. In surveys, only 55% of students agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed," In addition, only 33% of students indicated that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that teachers infrequently vary instructional approaches. Classroom observations indicated a very heavy reliance on whole group instruction, primarily lecture, in most classrooms.</p>

Indicator	Statement	Rationale
5.4	Review and refine existing continuous improvement processes to ensure that teachers consistently use results from assessments and other data to design and deliver rigorous and engaging instruction that results in student readiness and success at the next level.	School Advisory Council policy and procedures outlining a process for analysis of data are in place (07.02). The school has been successful in significantly improving student performance based on some assessment data including 2012 PLAN. However, K-Prep/End of Course and ThinkLink Assessment results as well as classroom observations suggests a need for strengthening academic rigor and meaningful student engagement across all areas of the school. Classroom observation data from the categories of “High Expectations” and “Progress Monitoring” received a composite score of 2.1 out of possible 4.0. Classroom observations consistently revealed a heavy reliance on teacher-centered whole group instruction or lecture. Student survey results reveal that 62% of students agree/strongly agree with the statement “My school provides me with challenging curriculum and learning experiences.” Only 54% of students responded that they agree/strongly agree with the statement “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”

Indicator	Statement	Rationale
5.5	Further refine strategies to communicate student learning and overall school progress regularly to all stakeholder groups in appropriate and meaningful formats.	Based on the review of assessment artifacts, stakeholder interviews, and SBDM Policy 07.02, it is evident that the school implements a system to monitor and communicate student learning data to stakeholders. Evidence of attempts to communicate with parents and families is documented, i.e., Assessment Open House, Assessment Results Mailing to parents, weekly administrative team e-mails; Advisory Council minutes/agendas, etc. Student survey results reveal that only 57% of students agree or strongly agree that "All of my teachers keep me informed about my learning and grades." Parent survey data reveals that only 41% of parents agree/strongly agree that "All of my child's teachers help me to understand my child's progress," and only 33% of parents agree or strongly agree that teachers keep them regularly informed of how my child is being graded. In surveys, 46% of parents indicated that they agree/strongly agree with the statement, "My child has administrators and teachers that monitor and inform me of his/her learning progress." In addition, 56% of parents indicated that they agree/strongly agree with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals," suggesting that a large percentage of parents do not agree or are ambivalent about the extent to which the school is intentionally communicating with them about the school's progress is achieving improvement goals.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on Wednesday, March 20, 2013 to begin a preliminary examination of East Carter High School Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, March 24, 2013 and concluded their work on Wednesday, March 27, 2013.

East Carter High School and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School and District Leaders *	7
Site-Based Council Members	4
Teachers and Support Personnel	35
Parents and Community Members	18
Students	20
TOTAL	84

*Total includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 52 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

East Carter High School has made efforts to increase student, faculty and community awareness of college and career readiness as is evidenced by the vision of the school: “East Carter High School—Extreme Commitment to College and Career Readiness” and the mission of the school: “East Carter High School--A community of faculty and staff committed to educating students with academic rigor, diverse experiences, community involvement and skills for the 21st Century.” School leadership has placed an emphasis on the review of student data, and there is continued focus on students meeting benchmarks on both PLAN and ACT assessments. The school has been successful in improving student performance based on PLAN data, improving climate and culture for learning based on non-cognitive data, as well as significantly increasing

the number of students who are college and career ready. Interviews with community leaders indicate that the school is engaged in improving school culture and climate and the results of these efforts are well documented. There are policies and procedures that ensure the effective administration of the school, and there is clear evidence that the School Advisory Council is engaged in ongoing discussion, analysis, policy review and a focus of improving learning and the conditions that support learning.

Clear evidence has been presented to indicate that school leadership has been successful in making many positive changes in the school that have resulted in significant increases in the number of students being college and career ready, some improvement in student achievement based on standardized assessments, and improvement in climate and safety. Classroom observations, review of data, documentation and interviews strongly indicate the need for further strengthening of the school's capacity to provide equitable and challenging learning experiences for all students in all classrooms.

There are professional learning communities (PLCs) in existence and they have led to an increased collaboration among teachers at East Carter High School. However, the extent to which the PLC's are helping to drive improvement in professional practice and student performance is not apparent. Clearly, leadership needs to continue to provide support and monitoring of the frequency and quality of these professional learning community meetings and ensure that teachers truly understand effective implementation of the PLC framework.

Interviews, the review of documents and classroom observations indicated that technology is infrequently utilized by students suggesting that expectations, support and monitoring for technology integration may be inadequate. Leaders should monitor the progress of the school technology plan and ensure that student use of technology occurs more frequently in all classrooms. Classroom observations revealed that some teachers were using research based strategies, but there was a heavy reliance on traditional teaching methods (whole group, paper and pencil). The use of research-aligned instructional strategies that require collaboration, self-reflection, higher order thinking, the development of critical thinking skills, curriculum integration, etc., and the existence of rigorous coursework was evident only to a limited extent across the school.

There is evidence of parental and family involvement in the school; however, school leadership should work to develop additional new strategies to increase opportunities for meaningful parent, teacher, student and community involvement. Additionally, school leadership needs to ensure that the effectiveness of parent communications systems are monitored and improved.

Observations and interviews indicate that ongoing concerns about maintenance and cleanliness of facilities have been addressed by school leadership to a large extent. The degree to which

the school has established clear expectations and definitions for monitoring the cleanliness, health and safety of the building are, however, not fully apparent.

The school has established a comprehensive assessment system that provides multiple data measurement sets, both standardized and locally developed, to inform school performance and student learning. Leadership needs to ensure that this assessment system is consistently utilized across all grade levels and courses to monitor and support rigorous and effective classroom teaching and authentically engage students in their own learning.

The Diagnostic Review Team cites Improvement Priorities and Opportunities for Improvement. These should be seen as items of focus for the next several years at East Carter High School as the staff, students and community continue their focus on the extreme commitment to college and career readiness for all students.

Standards and Indicators Summary Overview

<i>Standard 1 – Purpose and Direction</i>
<ul style="list-style-type: none">Stakeholder interviews consistently revealed that teachers and school leaders are highly committed to serving students and the Carter County community through the improvement of learning conditions as well as the quality of the academic program as reflected in data such as college and career readiness measures.
<ul style="list-style-type: none">Much evidence has been presented to indicate that school leadership has engaged in a collaborative process to create formal statements of mission and vision, or purpose and direction, as well as values and beliefs about teaching and learning. These statements are focused on improvement in student performance and the conditions that support learning, high expectations for students and staff, college and career readiness for all students. Leadership has employed many and varied methods to communicate these formal statements of purpose and direction to the school community.
<ul style="list-style-type: none">Documents, interviews and classroom and school observations reveal that improvement in student performance and school effectiveness, especially with regard to college and career readiness, is the chief priority of the school, and that these expressions of purpose and direction help guide decision-making and effective improvement planning implementation.
<ul style="list-style-type: none">Processes used to review and revise the school's statements of purpose and direction as well as values and beliefs were collaborative in that they included the school Leadership Team. The school is encouraged to further involve representatives from all stakeholder groups in future reviews and revisions of these guiding documents.
<ul style="list-style-type: none">Classroom observations and some survey data suggest that teachers' understanding and commitment to the school's formal statements of purpose and direction and values and beliefs about teaching and learning is emerging.
<ul style="list-style-type: none">Leaders are encouraged to formalize processes for the regular review and revision of the formal statements of purpose and values and beliefs in policy.

Standard 2 – Governance and Leadership

- Documentation and artifacts revealed that the school and district have developed policies and procedures that ensure the effective administration of the school. School Advisory Council documentation clearly indicates engagement in ongoing discussion, analysis, policy review and development focused on improving learning and the conditions that support learning with recent review and revision of the grading policy being a notable example. The school and leadership are encouraged to continue alignment of policies and practices to the school's formal statements of purpose and direction including the creation of mechanisms for monitoring effectiveness.
- School and district leadership have effectively engaged in the development of practices and procedures to help build leadership capacity of the School Advisory Council. There was no evidence to suggest any confusion of roles and responsibilities between leadership and council members that would infringe upon administrators' autonomy to meet goals or carry out day-to-day operations effectively.
- The school has been engaged in intensive improvement planning and implementation for about 18 months, and during that time significant improvement in culture/climate as well as academic achievement has occurred which has been well documented. School leadership recognizes that more substantive change in school culture will be necessary in order to create the high expectations environment envisioned in formal statements of purpose and direction and values and beliefs.
- School leaders are encouraged to develop new strategies for building broader understanding and commitment to change and improvement among all stakeholders by increasing opportunities for meaningful parent, teacher, student, and community engagement.

Standard 3 – Teaching and Assessing for Learning

- There is an advocate program in place, but there is little advocacy for individual student learning needs. The structure does not allow the adult to be the student's advocate for their learning, thinking and life skills development.
- While programs are available to engage families, there need to be additional multiple ways for parents to be informed of student progress.
- Teachers who are co-teaching could benefit from additional co-teaching training to assist them in an increased focus on individual student needs.
- There is limited evidence that professional learning communities are engaged in discussing action research projects or study team work.
- Teachers are using some formative and summative assessments, but these are not being used for ongoing modification of instruction on a regular basis.
- While some walkthroughs are being conducted, school leadership does not consistently monitor instructional feedback from these walkthroughs and there is not a consistent schedule developed for walkthroughs.

Standard 3 – Teaching and Assessing for Learning

- Student use of technology to gather, evaluate and use information for learning is limited in many classrooms.
- The linkage to classroom instruction that is engaging and that challenges students to perform at high levels is not always evident. Teachers do not frequently personalize instructional strategies to address the learning needs of individual students.
- While professional development is being offered to teachers, the professional development program is not evaluated to determine its effectiveness.

Standard 4 – Resources and Support Systems

- There are district and school policies, processes, and procedures for administrators to follow in order to hire and retain qualified professional staff. The administrative team formally evaluates all staff members during the appropriate timeframe as established by the school district. During the stakeholder interviews, comments were made that the school needs a trained staff member to assist students with emotional and psychological issues as well as additional staff to assist in the Learning Media Center, especially since there is the need for students to become 21st century learners.
- A review of the school's budget and master schedule indicate that the fiscal resources are appropriately used and aligned with the purpose and direction of the school and district. For example, the school eliminated a lunch period so additional time could be allocated to the intervention classes. The School Improvement Grant (SIG) provides funding for Education Recovery Staff, technology resources, and some professional development. The entire school staff commits to the protection of the instructional time and limits all announcements to the beginning and ending of the school day.
- The school has a technology plan that provides a vision and clear direction for the students and staff to become fully proficient with the use of digital resources to improve learning and teaching. Students are not consistently assessed on their level of proficiency to use digital resources and to master 21st century skills.
- Students and staff have access to a range of media and information resources through the Learning Media Center, computer labs, mobile computer labs, Studio Computer Lab, document cameras, SMART boards, Nooks, and other related digital resources. However, there is limited personnel funding allocated to assist and support student learning and use of digital resources.
- Observations conducted by the Diagnostic Review team and statements made during stakeholder interviews indicate that the facilities and equipment are adequately maintained, but there is limited evidence that shows there is a systematic process to inspect and ensure all areas of the school facility are cleaned and maintained at a high level and the staff knows their specific roles and responsibilities.

Standard 4 – Resources and Support Systems

- While students are very compliant, polite, and mindful of the school's behavioral expectations, there are limited formalized opportunities for all student voices to be heard. Data from student surveys, interviews, and the school report card are indicative of the school culture as the students experience it. For example, only 33.25% of the students agree to strongly agree with the survey item, "they are treated with respect," 33.25% of the students agree to strongly agree with the survey item, "rules are equally applied to all students," and 30.23% of the students agree to strongly agree with the survey item, "students help each other even when they are not friends" and 37.7% of the students agree to strongly agree with the survey item, "...considers students' opinions when planning ways to improve the school." The school has implemented very rigid rules to reduce the number of skipping class incidents and ensure certain behaviors are exhibited at school-sponsored dances. Enforcement of these rules as well as limited opportunities for students to voice their opinions could negatively impact learning conditions and culture. School leaders are strongly encouraged to be mindful of these elements of school climate and culture and to make necessary adjustments.
- The school has an effective Youth Service Center that provides programs, resources, and support to students and families. The staff has reached out to students so that they have opportunities to work and acquire leadership skills through summer camp volunteer experiences. Additionally, this staff has creatively increased the parent participation and involvement in their sponsored activities that could easily be transferable to other school-initiated parent activities.

Standard 5 – Using Results for Continuous Improvement

- The school has established a comprehensive assessment system that provides multiple data measurement sets, both standardized and locally developed, to inform school performance and student learning. The level to which this system is monitored and evaluated for effectiveness in improving classroom instruction to support learning impacts mixed results of student achievement.
- Formal protocols and procedures are in place to collect, analyze, and use student assessment data. However, it is unclear as to the effectiveness of this system to impact best-practice classroom instruction, i.e., differentiation, authentic student engagement, rigorous student learning activities.
- School leadership consistently collects, analyzes and uses data/information regarding student learning; however, the level to which this information is effectively communicated to all stakeholders is unclear.
- School leadership and teachers have received training in evaluation, interpretation and use of data; however, support staff members have not received the same level of training in this area.

Standard 5 – Using Results for Continuous Improvement

- Standards-based grading has been implemented this year; however, it is unclear as to whether the school's communication process ensures all parents have a clear understanding of standards-based grading and student learning.

Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 52 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

Of greatest concern from the ELEOT data was the overall rating of 1.7 for the Digital Learning Environment. There was very little evidence of students engaged in a digital learning environment and using technology for the purposes of higher order thinking, such as conducting research or problem solving. Classroom observations revealed that some teachers used technology; however it was mostly for lower order functions (e.g., as a projector) and lacked the connection needed to deepen the teaching and learning to reach the students at a higher level.

The highest overall rating from the ELEOT data was a 2.6 in the Well Managed Learning Environment. In general the Diagnostic Review Team found students to be respectful and well behaved. Students followed classroom rules, transitioned effectively between classroom activities, were compliant with teachers' directions. However, a rating of 2.0 for F.4, suggests that not all students have opportunities to collaborate during student- centered activities.

Three environments received an overall rating of 2.1 (Equitable Learning, High Expectations, and Progress Monitoring). ELEOT data revealed evidence that students had equal access to classroom discussions, activities, resources, technology, and support. Observation data revealed that students understood that rules and consequences were fair and consistently applied. However, there was little evidence that showed opportunities for students to learn about their own backgrounds, cultures, and differences. Evidence showed that some students did strive to meet the expectations of the teacher, however, there was marginal evidence that students had access to exemplars of high quality work, were engaged in rigorous coursework and discussions or responded to questions of higher order thinking. The degree to which the students were being challenged in the course work and engaged in activities that required higher order thinking and problem solving skills, appeared to be limited.

The Supportive and Active Learning Environment both received overall ratings of 2.2. Observations showed that students did experience assistance to understand the concept being taught in a whole group direct instruction setting. Although students appeared to have a basically positive attitude toward learning and some teachers regularly offered support and assistance to help students understand content, there was little evidence that students had access to small group instruction with instruction primarily being teacher-centered rather than student centered. Students appeared to have a basically positive attitude toward learning and some teachers regularly offered support and assistance to help students understand content.

Improvement Priorities

Indicator	Statement	Rationale
3.1	Develop and implement strategies to ensure all classrooms provide equitable challenging learning experiences with high expectations for students. Ensure meaningful differentiation of instruction to students who are not meeting learning expectations.	Review of documents including the March 2013 Quarterly Report (Think-Link data, the number of proficient and distinguished English students decreased by 13.6% and increased in 5.6% in novice at the 9th grade level. 9th, 10th and 11th grade math decreased in the percentage of students scoring at the P/D levels and an increase in the percentage of students scoring at the novice level), classroom observations, and survey data reveal that rigorous instruction is not present in all classrooms. Classroom instruction did not always reflect challenging opportunities which required students to use higher order learning and thinking skills. Observation data indicates the high expectations learning environment was rated 2.1 on a 4 point scale. Additionally, in surveys, 62% of the students agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."
3.4	Develop a consistent monitoring process to ensure that instructional practices are (1) aligned with the school's values and beliefs about teaching and learning, (2) teachers are teaching the approved curriculum, (3) teachers are directly engaged with all students in the oversight of their learning and (4) teacher use content specific standards of professional practice.	The Executive Summary and principal's interview reveal the administration has a plan for monitoring classroom instruction which includes weekly walkthroughs, PLC meetings, formal observations and evaluations and individual teacher conferences. Evidence from walkthrough data reveal that some monitoring of instructional practices occurs. However, the degree to which descriptive feedback is provided for the improvement of professional practice is limited. ELEOT data reveal that the High Expectations Learning environment was rated 2.1 out of a possible 4.0 and the Progress Monitoring and Feedback Learning Environment was rated at 2.1 out of a possible 4.0.

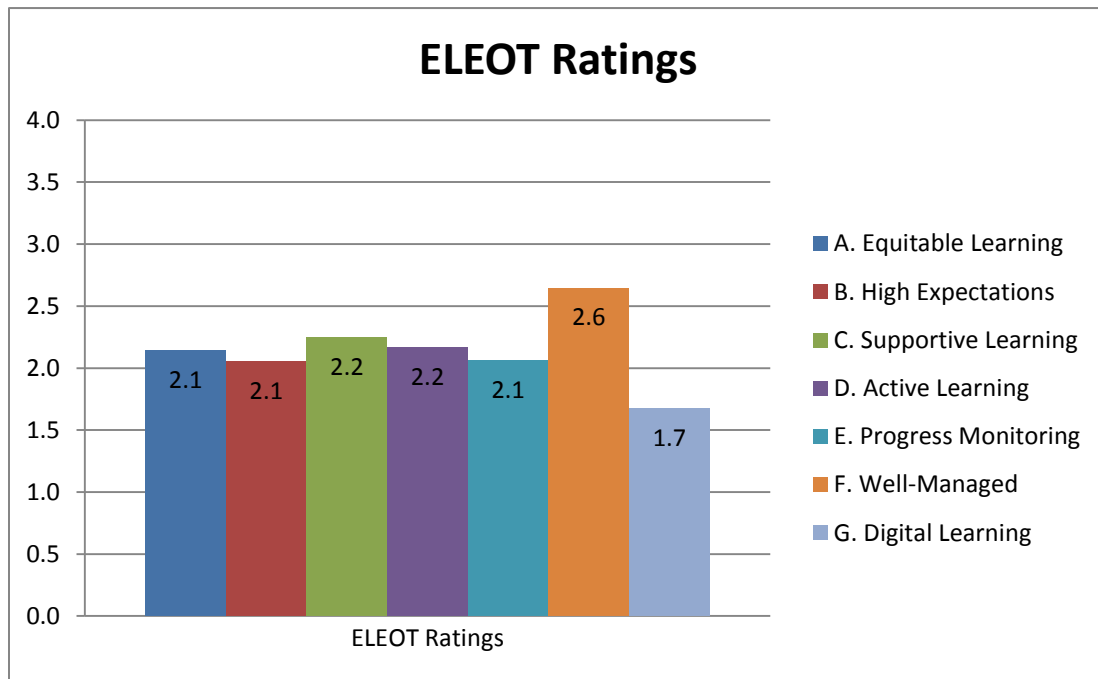
Indicator	Statement	Rationale
3.5	Expand PLC work to include opportunities for collaboration across content areas. Ensure that PLC time is devoted to discussion and analysis of student work and assessments.	Interviews and documentation in the Self - Assessment reveal that collaboration of staff occurs across grade levels, but not always across content areas. School council policy 9.00 states the following policy for PLCs: "Teachers will meet weekly in PLCs to horizontally and vertically address the following: 1. Review instructional activities that have been implemented in the classroom; 2. Discuss successes and challenges and identify possible solutions to challenges; 3. Identify areas that need further attention and support and 4. Address instructional pacing and common assessments." Data reviewed in professional learning community (PLC) notebooks and documentation in the Self-Assessment indicates that some PLCs meet weekly. Additionally, PLC agendas and minutes reveal learning from, using, and discussing the results of inquiry practices such as action research, examining student work, reflecting, study teams and peer coaching does not occur on a regular basis.
3.6	Examine the effectiveness of the school's instructional process. Ensure that it (1) clearly informs students of learning expectations and standards of performance, (2) provides exemplars to guide and inform students, (3) requires the use of multiple assessments including formative assessments to inform modification of instruction, (4) provides students with specific and immediate feedback about their learning.	Classroom observations and survey data does not indicate that an instructional process is being consistently implemented across all classrooms. Other than the posting of Learning Targets, elements of an instructional process were not consistently evident. Only 58% of students indicated in surveys that they agree/strongly agree with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful."
3.7	Implement a systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.	Evidence from the Principal interview indicates that few personnel are engaged in mentoring, coaching or induction programs other than those required by the Kentucky Teacher Internship program. Staff surveys indicate that 62.5% of staff agree/strongly agree to this statement, "A formal process is in place to support new staff members in their professional practice," suggesting that not all new or beginning teachers are provided information regarding the school's values and beliefs about teaching, learning and the conditions that support learning.

Indicator	Statement	Rationale
3.9	Ensure that all students are engaged in an advocacy structure whereby each student is well known by at least one adult who serves as an advocate for the student's needs regarding learning, thinking and life skills.	Student interviews reveal that not all students have opportunities to build long terms interactions with school personnel regarding learning, thinking and life skills. While some structures have been implemented (e.g., advisor/advisee period, administrator-student meetings, at-risk mentoring program), survey results indicate that only 49.25% of students agree/strongly agree with the statement "my school makes sure that there is at least one adult who knows me well and shows interest in my education and future," suggesting that not all students are part of a regular, intentional and supported advocacy structure.
3.11	Ensure that all staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction and is based on instructional needs assessment data, walkthrough data, student performance data and the individual instructional needs of teachers.	The degree to which professional learning is aligned with the school's instructional purpose and direction and that data are used to identify school and teacher professional learning needs is not evident. Evidence from interviews and a review of artifacts indicates that few staff members participate in continuous professional development opportunities which address the needs of the school and builds capacity among staff members in improving instruction and student learning. Professional development opportunities are not systematically evaluated for effectiveness and alignment to school improvement goals.

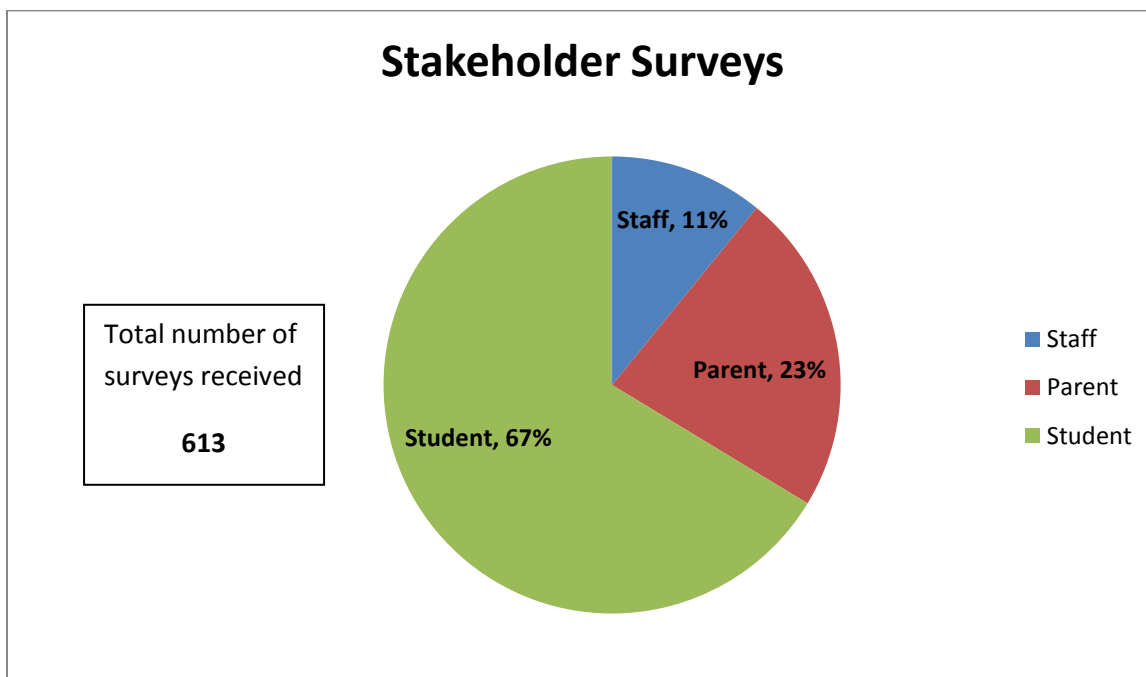
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations



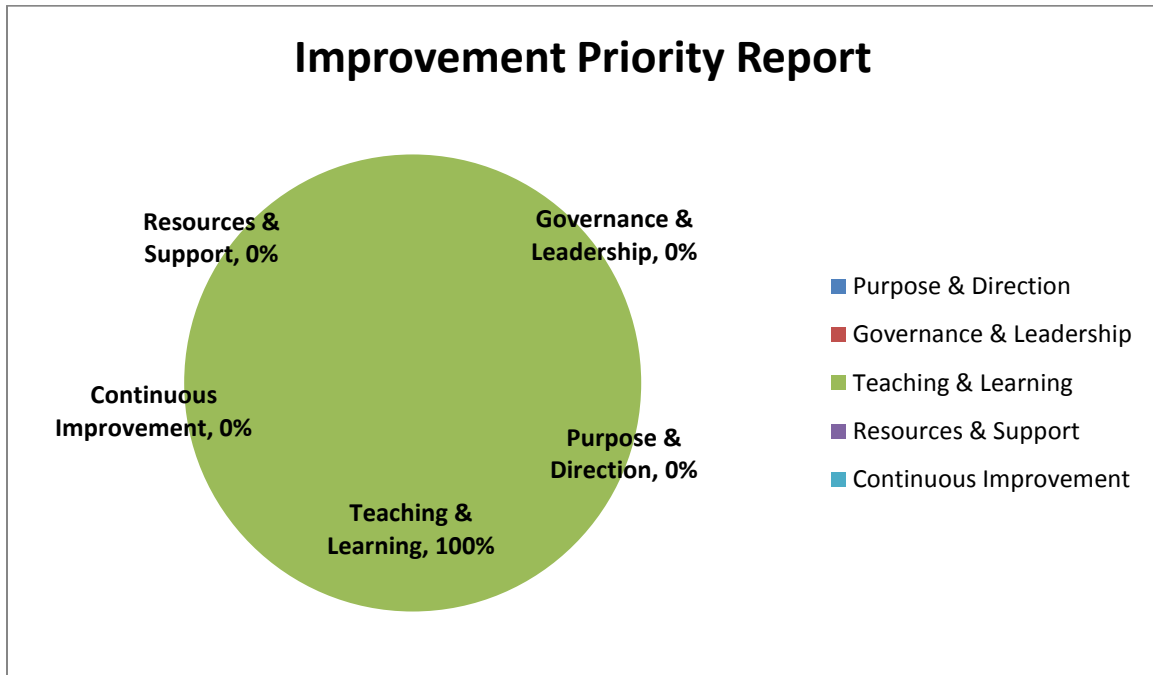
Percentages of stakeholder groups
that completed the surveys



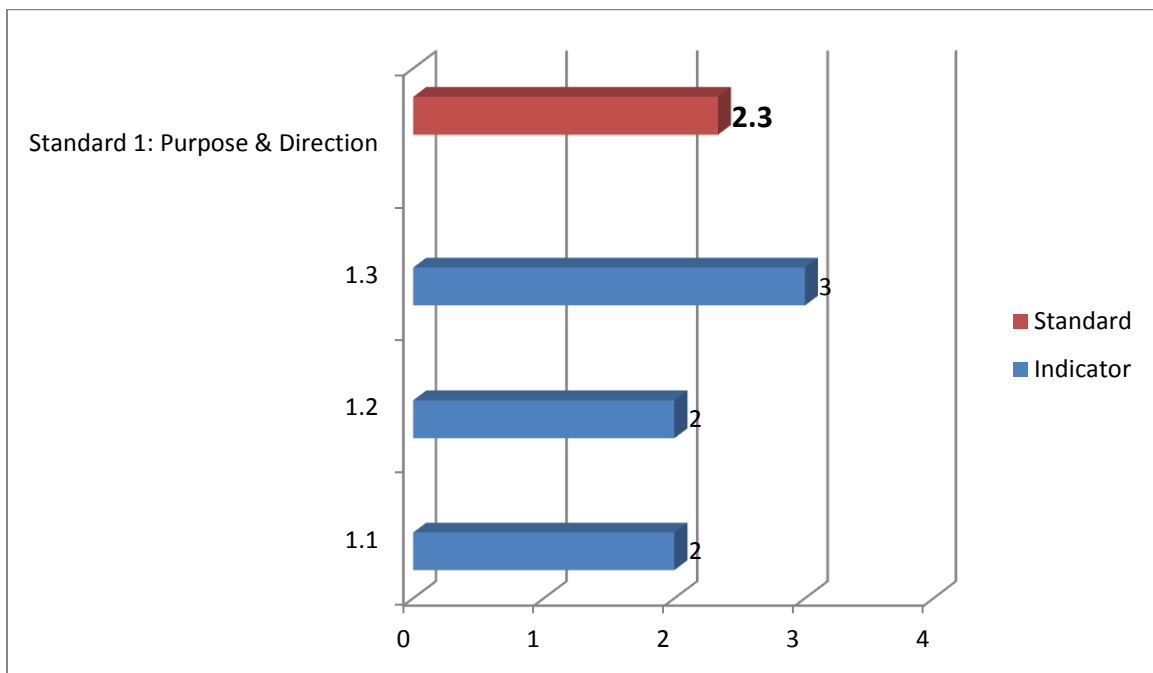
Self-Assessment performance level ratings

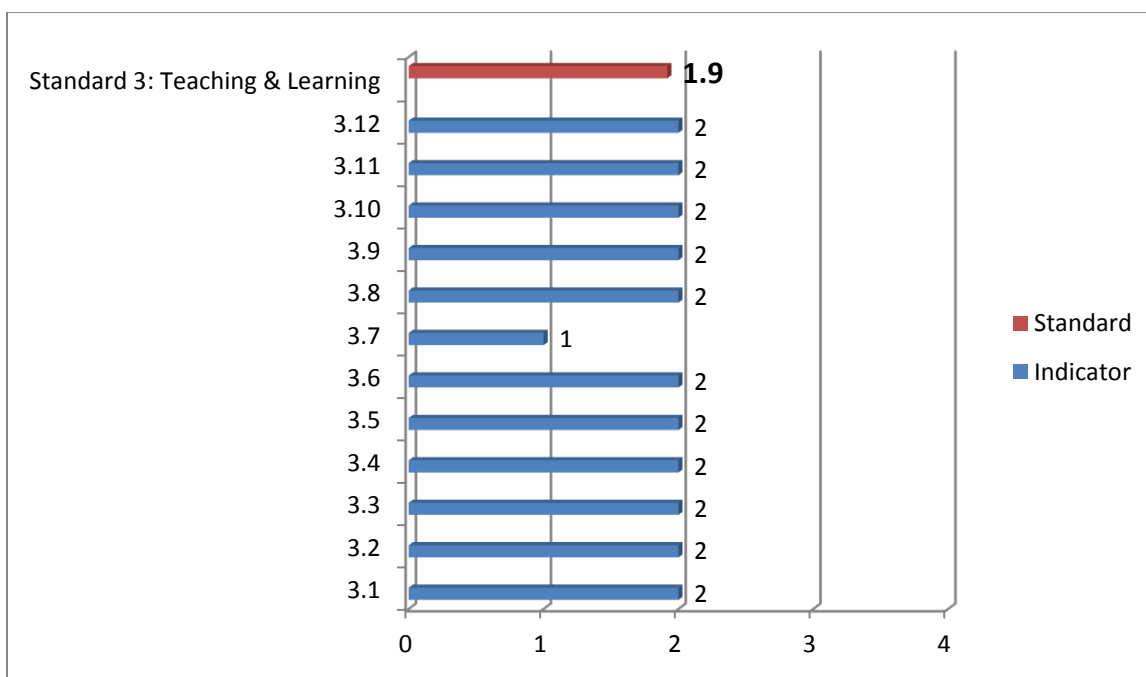
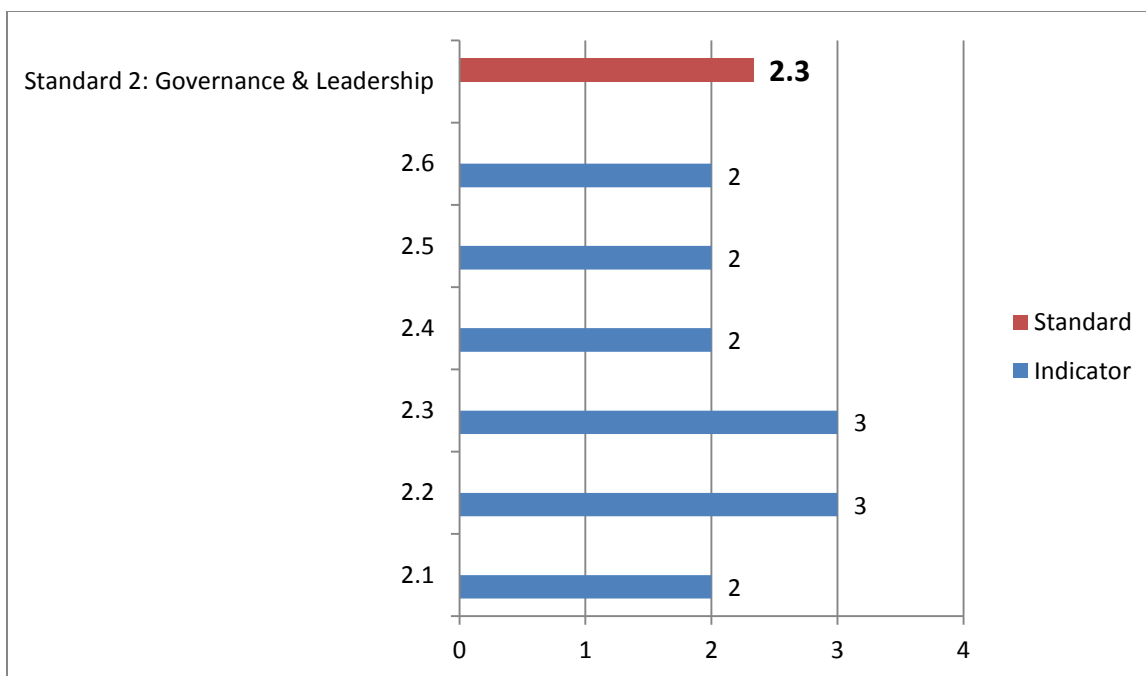
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	3	2
1.2	3	2
1.3	3	3
2.1	3	2
2.2	3	3
2.3	3	3
2.4	3	2
2.5	3	2
2.6	3	2
3.1	3	2
3.2	2	2
3.3	2	2
3.4	3	2
3.5	3	2
3.6	2	2
3.7	3	1
3.8	3	2
3.9	3	2
3.10	3	2
3.11	3	2
3.12	2	2
4.1	3	2
4.2	3	2
4.3	3	2
4.4	3	2
4.5	4	3
4.6	2	2
4.7	3	2
5.1	3	2
5.2	2	2
5.3	2	3
5.4	3	2
5.5	3	2

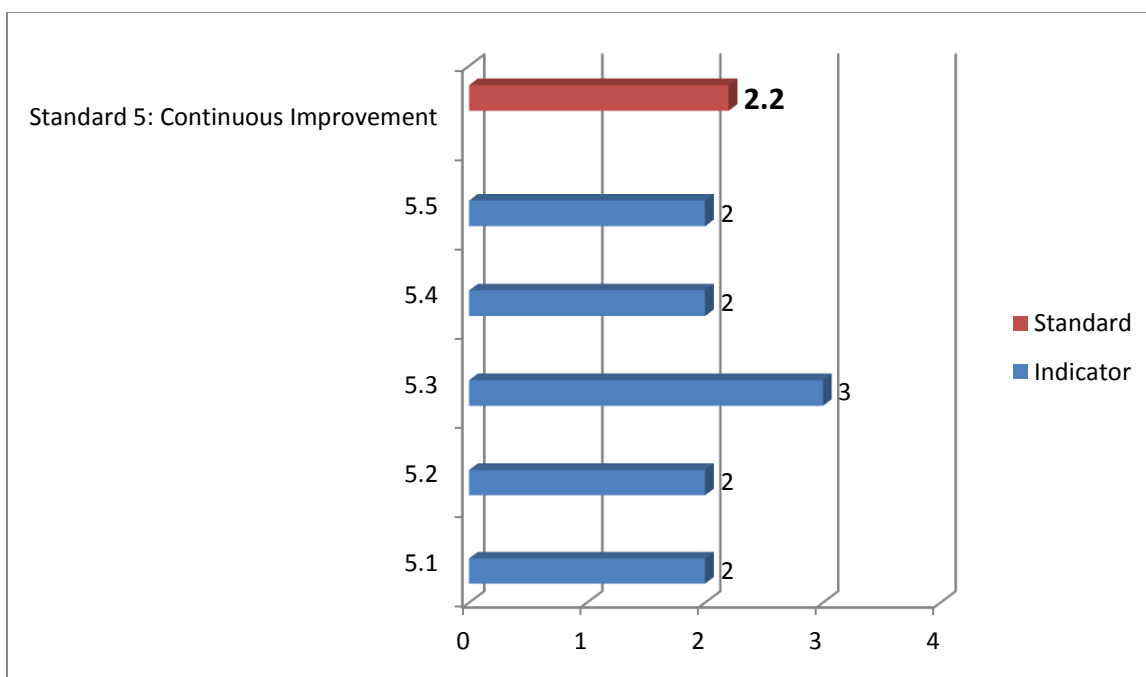
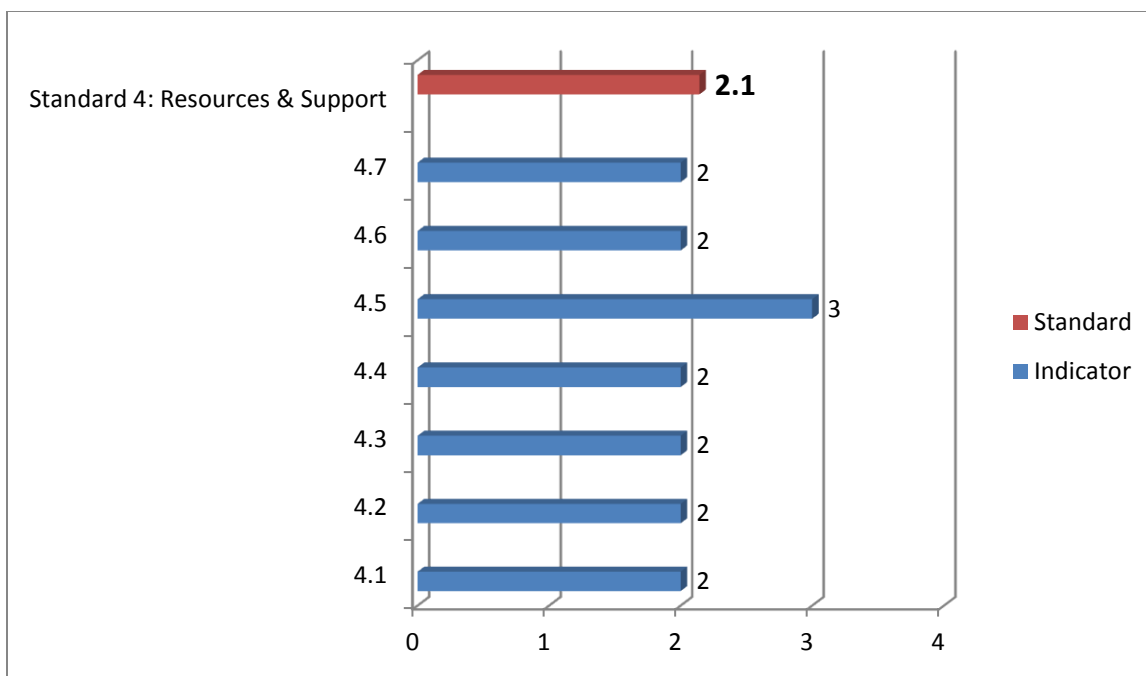
Percentage of Standards identified as
Improvement Priorities



Average ratings for each
Standard and its Indicators







2013 Leadership Assessment/Diagnostic Review Addendum**East Carter High School 2011 Leadership Assessment Report
Identified Deficiencies****Deficiency 1:**

The principal and school council have not provided the organizational infrastructure to sustain continuous school improvement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> • Development of 30/60/90 day plans • Classroom and school observations • Staff interviews • Review of school policies • School leadership presentation 	
Comments: <p>The school currently has an Advisory Council that provides advice and guidance to the principal. Improvement plans such as 30/60/90 day plans includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. There are various programs and initiatives that have been initiated by the leadership and staff of East Carter High School. Interviews and school observations revealed that a continuous system for monitoring of programs and practices in support of continuous school improvement lacked clearly defined processes of evaluation. Capacity building of school leaders and teachers to take leadership roles in conducting PLC's, committee work, and policy development should be a priority. Use of student and teacher data notebooks, more consistent walkthroughs conducted by the administration, and PLC discussions are small steps toward monitoring and evaluating the effectiveness of practice. Each program should have a well-defined monitoring and evaluation plan in place.</p>	

Deficiency 2:**The school does not use the analysis of data to drive instructional decisions.**

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none">• Student performance diagnostic and worksheet• Teacher and student data notebooks• Administrator and teacher interviews• PLC observations	
Comments: <p>The school regularly collects and reviews student performance data. PLC observations and review of artifacts revealed that there was some discussion about data and assessments, but limited evidence exists that a thorough analysis of data takes place across all content and grade levels to inform the ongoing modification of instruction. Systems of monitoring classroom practices for impact on instruction (e.g., intentional and explicit feedback and compilation and distribution of school-wide walkthrough data) have not been developed.</p>	

Deficiency 3:

The principal has not created a learning community that supports a climate conducive to performance excellence.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none">• Development of purpose statement• School observations• Stakeholder interviews• Artifact review	
Comments: <p>Major instructional decisions such as adoption of standards based grading policies and procedures are made by the principal and administrative team. The principal sometimes seeks feedback on key initiatives from various groups among the faculty, and the faculty as a whole. However, some stakeholders reported that minimal attempts have been made to actively include stakeholder groups, especially parents and students, in the decision-making processes regarding the school's instructional program. Interviews with parents indicate their willingness to contribute to decision-making processes. While they feel their opinions are welcome, their input is not regularly solicited.</p>	

Deficiency 4:

The principal and school council have not ensured that professional development opportunities and performance evaluation procedures improve teaching and learning.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none">• Artifact review• Professional growth plans• Leadership Interviews• SIG documentation	
Comments: <p>While the professional development program is based on departmental needs assessments, there is a lack of evidence that a process has been established to document the transfer of teaching practices into the classroom. Review of professional growth plan documentation and staff interviews reveal that staff growth plans are reviewed by school leaders and revised to meet individual goals. However, there is minimal evidence that the school advisory council is involved in review or development of the professional development program.</p>	

Diagnostic Review Team Schedule**East Carter High School Diagnostic Review Schedule****SUNDAY, March 24**

Time	Event	Where	Who
3:00 p.m.	Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, March 25 (school start time: first period 7:55)

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	<p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <p><u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u></p> <ol style="list-style-type: none"> 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as 	<p>Conference room or other private work area that can be designated for team use during the three day on-site review</p> <p>ROOM 115</p>	

	conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?		
9:00– 9:15	Break		Diagnostic Review Team Members
9:15-10:15	Principal Interview	ROOM 115	Diagnostic Review Team Members
10:30 -11:30	Leadership Team (8 department chairs/PLC leads)	ROOM 115	
10:30– 11:45	Begin school and classroom observations	Classroom	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing		Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		
	Individual interviews should be scheduled for all school council members		Diagnostic Review Team Members (working in pairs or as individuals)
12:30 – 1:15	ER Team Interview	ROOM 115	
12:30 – 1:15	Guidance Counselors – they will both be out on Tuesday for COMPASS testing	Counseling Office	
3:30-4:30	Advisory Council Teacher		
	Advisory Council Teacher	ABSENT 3/25-3/27 – scoring KOSSA scenarios in Frankfort	
	Advisory Council Teacher – vacant – name submitted but Commissioner appointment has not been made yet		
	Small group (3-5 persons) interviews should be scheduled for 1. parent leaders (2 team members 2. students 3. Community – TUESDAY		Diagnostic Review Team Members (working in pairs or as individuals)
2:15-3:00	Students	Conference Room	
Tentative 3:30-4:30	Parent Leaders (10)	Conference Room	
4:00-5:00	SBDM Advisory Council Parents	LMC	
	Begin review of artifacts and documentation		Diagnostic Review Team Members (working in pairs or as individuals)
5:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

TUESDAY, March 26

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:40 a.m.	Team arrives at school	Room 115	Diagnostic Review Team Members
7:55 – 11:45	School and classroom observations and review of artifacts		Diagnostic Review Team members (working in pairs or as individuals)
7:55 – 11:45	Continue interviews as necessary not completed on day #1		Diagnostic Review Team members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
Tentatively 3:30-4:30	Community Leaders	LMC	
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine standards and indicators ratings Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments) Improvement Priorities – (assign team members writing assignments) Tabulate Learning Environment ratings Team member discussion: <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below OR exceeding expectations and possible causes. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) 	Hotel Conference Room	Diagnostic Review Team Members

WEDNESDAY, March 27

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 11:00 a.m.	classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 1:30	Final Team Work Session Examine <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Next steps 		Diagnostic Review Team Members
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team Members
1:00 – 1:30	Complete the Kentucky Leadership Assessment/Diagnostic Review Addendum (pre-loaded on team workspace)		Diagnostic Review Team Members
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later. <u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u>		Diagnostic Review Team

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

East Carter County High School

Carter County Public Schools

3/24/2013 – 3/27/2013

The members of the East Carter County High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of East Carter County High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for East Carter County High School.

Principal, East Carter County High School

_____ Date: _____

Superintendent, Carter County Public Schools

_____ Date: _____